



Father Cyril Axelrod speaks to Gallaudet alumni after accepting the Edward Miner Gallaudet Award during the GCAA Reunion.

Father Axelrod helps deaf people in South Africa

by Pattie Cinelli

Father Cyril Axelrod has more accomplishments to his credit at age 40 than most people achieve in a lifetime. And he's had almost as many obstacles to overcome in the process. For 11 years he's been a pioneer working for the rights and education of deaf people in South Africa, a country known for its racial prejudice, political problems and diversity of language.

As a Jewish man born profoundly deaf, Father Axelrod wanted to serve people through the religious life. His deafness stopped him from becoming a rabbi but did not stop him from carrying out his dream. He converted to Catholicism and became the first deaf South African ever to be ordained. He established a center for counseling, vocational training and adult education for deaf individuals in Johannesburg where none existed before. He set up another center especially for black deaf

people in Hammanskraal. Father Axelrod fought for space and searched for money to establish the first school for deaf children in Soweto, an area of the country few white people ever enter. In the midst of all this activity he discovered he's losing his sight.

Father Axelrod visited Gallaudet during the 31st GCAA Reunion held June 24-27 to receive the Edward Miner Gallaudet Award given to outstanding leaders working to promote the well-being of deaf people of the world. As a priest in the Redemptorist order he has devoted his life to helping deaf people in his country, especially black deaf people who he said are one of the most abandoned groups in South Africa.

He said he was drawn to the "warmth of religious life" as a young man but was discouraged from becoming a rabbi. In 1964 he converted to

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Learning Vacations begin

The Family Learning Vacation Program, which during the past eight years has brought more than 650 families with hearing impaired children to the Gallaudet campus for a program of educational activities, began here July 10.

This year, six seven-day Learning Vacations are planned. Each will be attended by about 15 families. The Learning Vacations are jointly sponsored by the Gallaudet College of Continuing Education, the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School.

The sessions at Gallaudet, which will continue through July, are each geared toward families who have hearing impaired children in a particular age group or with particular problems. The first session is for families with a child who has Ushers Syndrome or a similar impairment of both hearing and vision. These parents will receive several seminars on coping with the condition and will be able to talk with Gallaudet students and professionals who themselves have Ushers Syndrome.

Two sessions will be held for families with hearing impaired children ages two to six. In the parent education component of these sessions, teachers of the deaf will emphasize everyday activities and will teach particular skills through demonstrations with children. In addition, the parents will attend lectures by experts from schools for the deaf and the Gallaudet faculty on topics such as language acquisition, basic language concepts and teaching of speech. There will also be seminars on the deaf adult

community, a panel discussion with deaf college students and a seminar on behavior problems. Audiological services and educational evaluations for hearing impaired children will also be offered.

During the session for families with deaf children aged seven to 12, demonstrations on language acquisition and on such topics as teaching the use of money, practical ways to improve the child's reading and writing, how to tell stories and how to introduce children to newspapers and magazines will be held. Seminars on basic language concepts, behavior problems, the deaf adult and a panel discussion with deaf college students will be included.

The session for families with hearing impaired teenagers from age 13-18 will emphasize the world of work, vocational training and college opportunities. Parents and teenagers will be given descriptions of many of the more than 60 post-secondary educational and training programs which now exist for deaf people. Continuing education opportunities for deaf youths and adults and programs and services available through Gallaudet's Division of Public Services will also be emphasized.

In each of these programs, hearing children will participate in supervised recreational and learning activities while the deaf children are in class part of the day. Teenagers will have a separate program and, in addition, sign language instruction and informal group discussions will be held for siblings of

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Jerry C. Lee is replacing Paul K. Nance as vice president for Business Affairs. Nance will go on sabbatical from July 1-Dec. 31, at which time he will retire. Lee has been at Gallaudet since March of 1971, when he was director of Personnel and set up the Personnel Office here. In 1972 he became director of the General Services area and also began handling legal affairs for the College. Lee became assistant vice president for Business Affairs in July, 1978 and for the past year has been responsible for the day-to-day activities of the Business Affairs division. Lee attended law school in Maryland and received his doctorate from Virginia Polytechnic Institute and State University. He began his career with the General Motors Corporation and was vice president of Administration for CCIC prior to joining Gallaudet. Beginning today, Lee, Irene Pruitt and Flower Bilberry can be reached on x5051.

Supreme Court case analyzed by Law Center

The following information on the Supreme Court decision in the Rowley case is condensed from an analysis prepared by the staff of the National Center for Law and the Deaf.

On June 28, 1982 the United States Supreme Court decided its first case involving the Education for All Handicapped Children Act, *Hendrick Hudson School District v. Rowley*. Although the Supreme Court found that Amy Rowley does not need a sign language interpreter, it affirmed the right of all handicapped children to receive personalized instruction and the supportive services they need to benefit from their educational program.

In an opinion written by Justice Rehnquist, the Court found that Amy does not need an interpreter because she is doing well in school without an interpreter, and she is receiving other supportive services that enable her to benefit from her education (e.g., a phonic ear listening device and a personal tutor).

This does not mean that other deaf children will be unable to get interpreter services or total communication programs. It merely means they must show that they cannot benefit from their education without such a service. Amy's lipreading skills, residual hearing and high intelligence make her a more special case.

The Court upheld the basic procedure
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Capitol Hill Day School teacher Elana Wolin works with Kendall students in her classroom.

Kendall students study with hearing children at Capitol Hill Day School

In a pilot program initiated this past school year, five KDES students spent three afternoons each week working and playing with hearing pre-school and primary age students at the Capitol Hill Day School (CHDS) in D.C.

There are a variety of reasons for placing hearing impaired students in a mainstreamed setting, according to Lovelle Golden, KDES administrator who is responsible for the program's coordination. "In this particular situation, the feeling was that the students chosen could benefit from the additional auditory stimulation and general experience they would receive by interacting with their hearing peers and, therefore, this prototype program was established," Golden said.

The program began last November after orienting the parents of KDES children involved and additionally providing extensive orientation for CHDS faculty, staff and students. KDES audiologist Debbie Nussbaum showed films and gave demonstrations explaining the special Phonic Ear equipment that would be used in the classroom. Phonic Ear is a trade name for an FM group amplification system used at KDES. Teachers wear a microphone which allows them to give direct auditory input to students who wear hearing aids, enabling the students to make maximum use of their residual hearing.

In addition to the orientation sessions, Golden and Tom Bull, KDES primary teacher who attended CHDS classes with the children, began developing regular communication with the two CHDS teachers who had the KDES students in their classrooms. The KDES children were given a tour of CHDS and had a very positive reaction to the school.

The two girls and three KDES boys "really looked forward to going and the students there seemed to enjoy the time we spent with them," Bull said. Typically the afternoon included lunch, a quiet time and activities such as films, storytelling and music. Children could also choose different areas of the classroom to work on various activities.

The CHDS teachers were enthusiastic about working with the KDES students but did admit to a few apprehensions at first. "I thought I would

have a hard time communicating with them and they would have a difficult time understanding me, but it wasn't that way at all," teacher Bernita Green said. Elana Wolin, the other CHDS teacher working with the Kendall children, expressed similar feelings.

The hearing children were given an extensive explanation on deafness and made a quick adjustment to the KDES children. "We tried to explain that all of us have some things that are not quite perfect, such as hearing, but we go on and interact in the world," Bernita Green said.

Wolin also felt that the hearing students learned a lot from the mainstreaming experience. "They have learned how to communicate better. They seemed to be more open and willing to take the time to communicate with the KDES children," she said.

According to the teachers, in the mornings before the KDES students arrived at CHDS, the students were excited and asked questions about deafness. They also practiced the sign language they learned from the KDES students and some learned how to fingerspell their names. Everyone wanted to be involved with the new students, the teachers said.

Kathryn Meadow, senior research professor with the Center for Studies in Education and Human Development, Gallaudet Research Institute, agreed to help by conducting an assessment of the communication patterns that developed at the mainstreaming site. Sue Schwartz, a doctoral student from the University of Maryland who is interning with Meadow, has recorded the amount of interaction among the KDES children, Bull, CHDS children and their teachers. Schwartz visited the school weekly to observe and record data. She and Meadow are currently analyzing the information and preparing to report their findings later this summer.

Tom Bull feels that the mainstreaming program has been successful, particularly as it has affected attitudes. "I think our students have gained confidence in communicating with hearing children and confidence in successfully relating in an integrated setting," he said.

Learning Vacation SEHS workshop

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hearing impaired children. All parents will be offered daily sign language instruction.

A special Learning Vacation for parents interested in acquiring sign language skills will also be held. Participants will receive five hours of sign language instruction each day and will also have the opportunity to join families on campus for the regular Family Learning Vacation.

In addition to the Learning Vacation programs being held at Gallaudet, five Extension Learning Vacation Programs are also being offered around the country—at the Nebraska School for the Deaf, Oregon School for the Deaf, American School for the Deaf in Connecticut, and the Eastern North Carolina School for the Deaf. A special program for parents, brothers and sisters of deaf-blind children in the New England area is scheduled at the Gallaudet Extension Center at Northern Essex Community College.

Gallaudet's School of Education and Human Services and the Department of Administration are helping sponsor a workshop this summer on "The Emerging Roles and Issues in Special Education."

The program is designed to provide public school superintendents, directors of special schools and directors of special education with an opportunity to explore current issues related to meeting the needs of special students. "Educating Students with Special Needs: New Perspectives and Issues" is the theme of the workshop.

Credit is being given for the workshop, with prior permission from the Department of Administration. The program is also being sponsored by the American Association of School Administrators (AASA) and the National Academy for School Executives.

For further information, contact Boris Bozatz, assistant dean, School of Human Services, x5395.

Sponsored R&D

Grant/contract deadlines

Provided below are application deadlines of selected federal programs that offer potential grant or contract opportunities for Kendall Green faculty, staff and graduate students. More details on programs of interest can be obtained from the Office of Sponsored Research, x5030 (voice or TDD).

Deadline	Program
07/15/82	NEH—Humanities Program Development Grants
07/19/82	OHDS—Child Abuse/Neglect Research and Demonstration Projects
07/23/82	NIHR—Handicapped Research Centers
08/02/82	OSERS—Field Initiated Research
08/05/82	OSERS—Innovative Programs for Severely Handicapped Children
09/01/82	SEP—Student Initiated Research Projects
09/15/82	SEP—OSERS—Technology Research
09/15/82	SEP—Parent Projects
09/15/82	SEP—School Based Research Projects

Innovative Programs

The Office of Special Education and Rehabilitative Services (OSERS) within the Department of Education has announced Aug. 15, 1982 as the grant proposal deadline for new demonstration programs under Innovative Programs for Severely Handicapped Children.

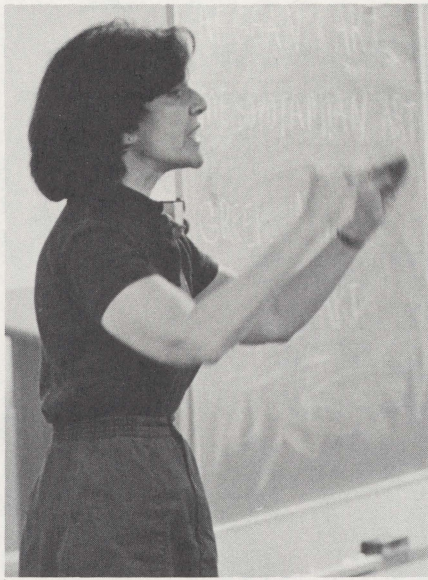
The purpose of this program is to support model projects that establish, promote and demonstrate exemplary practices for meeting the educational needs of severely handicapped and deaf-blind children. It is anticipated that awards per project will be approximately \$115,000 to \$120,000.

Priority areas include total life planning, prevocational and vocational training, identification of at-risk deaf-blind children and adaptation/utilization of curricula for deaf-blind children and youth.

Additional information may be obtained from the Office of Sponsored Research and/or R. Paul Thompson, Education Department, Special Education Programs, Room 3135, Donohoe Building, 400 Maryland Ave. SW, Washington, D.C. 20202, 472-2535.



Felecia Diggs, left, and Virginia Walker recently accepted permanent positions at Gallaudet. Diggs is a new secretary in the Computer Services Office. She has a Bachelor of Arts degree in Psychology from Gordon College in Wenham, MA. Prior to coming to Gallaudet she worked for Equitable Life Assurance as a benefits approver and computer operator. Walker is now a permanent secretary of Support Services with the Bookstore, where she has been working previously. Before coming to Gallaudet she was a secretary with the FAA.



Debbie Sonnenstrahl, above, and Eric Malzkunn, below, work with senior citizens in the "Week in the Arts" Elderhostel Program.

Elderhostelers come to campus

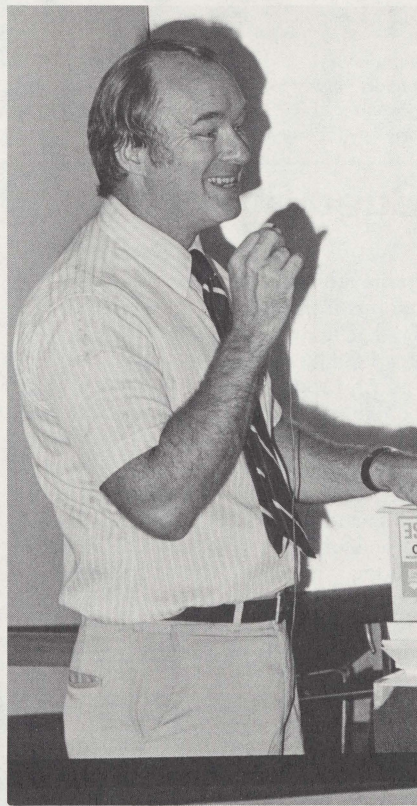
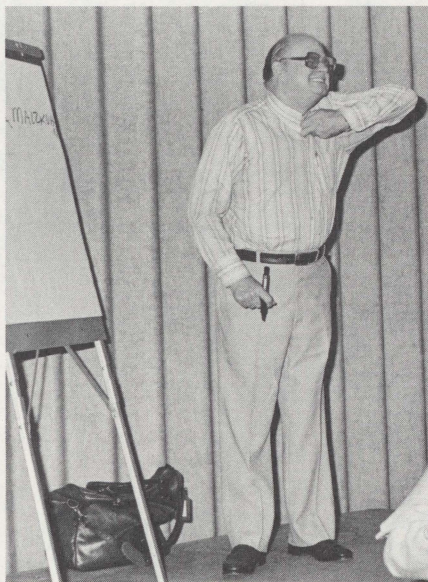
Two groups of senior citizens have been enjoying themselves and learning about hearing loss and the arts during the Elderhostel Programs held on campus June 27-July 2.

This year, two separate programs were offered: one for recently hearing impaired seniors on "Hearing Loss in Later Years" and another on "A Week in the Arts" for those who already know sign language. In the first program, Harriet Kaplan and Bill McFarland of Audiology and Teena Wax of the Counseling Department have given daily presentations on understanding and adjusting to hearing loss. In the other program, Debbie Sonnenstrahl of Fine Arts in Education has educated the group about art history and Eric Malzkunn of MSSD Performing Arts has instructed the group in visual theatre.

Both groups have also had the opportunity during the week to attend special lectures and take field trips to museums.



In the "Hearing Loss in Later Years" program, Kathy Stock interprets questions for Virgie Bletsch and Teena Wax, above. Other presenters were Bill McFarland, left, and Harriet Kaplan, below.



OTG schedule

On the Green will not be published on July 19 and July 26. The deadline for submitting information for the Aug. 2 issue is Friday, July 23. Information can be sent to OTG, Chapel Hall.

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Father Axelrod

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Catholicism and the following year came to the U.S. to study at Gallaudet College as a preparatory student. Both then and now Father Axelrod thinks of Gallaudet as a place that inspires him through its people and its warm friendly atmosphere. There are currently nine South African students enrolled in the College. "My fondest hope is that these students (from South Africa) who study here will return to our country to work with the deaf," he said.

Father Axelrod did not complete his studies at Gallaudet but transferred to Catholic University where he studied history and philosophy for 15 months. He then returned to South Africa to train for the priesthood and was ordained in 1970. His first assignment as a Redemptorist was to live and work among the blacks in and around King William's Town. In order to successfully communicate with people in the area he had to master the language of the Xhosa tribe. There are about 60,000 deaf people within the 11 tribes in the country. He can also understand English, Afrikaans and Tsqana. Father Axelrod can communicate in four sign languages—English, Irish, African and Afrikaans.

He put his gift with languages to work in the center he established in Johannesburg for deaf people both black and white. When Father Axelrod discovered there was no facility where deaf individuals could seek help with

spiritual, social, emotional or work-related problems he found his niche. "I help people find jobs, discuss problems and often serve as the middle man between various organizations and deaf people," he explained.

Inaugurating, organizing and being the only counselor in the center in Johannesburg would be a full-time job for most people but for Father Axelrod it was just a beginning. He established a similar center in the village of Hamanskraal which offers vocational training and further education to the black deaf people in the area. He arranges for employers to visit the center, learn about deafness and lecture about qualifications needed for employment in their businesses.

Already dividing his time between the two centers in Johannesburg and Hamanskraal, he took up still another cause in Soweto. One day while Father Axelrod was visiting a deaf man in a Soweto hospital, a black populated area about 20 miles outside of Johannesburg, a doctor spoke to him about more than 100 deaf children in that town between the ages of three and 15 who never had been to school. Again he saw people who needed help and extended his hand. "I begged the public school in Soweto for one room where these deaf children could be taught," said Father Axelrod. "Finally in 1978 they gave me one small room within the school. Thirty children of all different ages were taught there by one teacher." The next year he received two more classrooms and two more

teachers.

Until last year he had to search for support for the school from private companies in South Africa. Then, he said, God answered his prayers. The government began supporting the school and just before he came to Gallaudet last month Father Axelrod received word that the government was giving the school a piece of land in Soweto to construct a school for the deaf.

When not working personally with deaf people in South Africa he is serving them as a member of the South African National Council for the Deaf. He also serves on a committee that is trying to develop a uniform sign language in South Africa and said that just last month one-handed finger-spelling became the official finger-spelling of the country. Once a week Father Axelrod also spiritually directs students training for the priesthood.

Deafness has rarely been a disability to Father Axelrod. He said he learned early in life to accept it and work with it. However, about two years ago on a trip to the U.S. he was told he had retinitis pigmentosa (RP) and was losing his vision. When asked how this will affect his work he emphatically said, "Nothing can stop me from my devotion to the deaf. I thought if I can accept my deafness then I can accept anything." He has adapted to his night blindness, not by staying at home or cutting back his working hours but by hiring a guide to take him where he needs to go.

NCLD analysis

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dures and provisions of the Education for All Handicapped Children Act, P.L. 94-142, so there will be no change in the individualized education program (IEP) procedures and the due process hearing for parents. Parents who believe their child is not being offered an appropriate public education should still challenge the IEP using the due process hearing procedure. The IEP and the due process hearing remain at the heart of P.L. 94-142 and give parents an opportunity to prove that their child needs a particular service or program.

The five Supreme Court justices who joined the majority opinion agreed that Congress did not intend to give handicapped children a right to "strict equality of opportunity or services" since it would require impossible measurements and comparisons. But the Act does require access to education for handicapped children that is "meaningful."

The Court held that handicapped children do not have a right to the best possible education that would "maximize their potential" for learning. It specifically struck down the standard used by the courts below, that handicapped children are entitled to an equal educational opportunity, "commensurate with the education available to non-handicapped children." It said that there is no one substantive standard for evaluating the level of services for a free appropriate public education under the Act, but the education must be sufficient to confer some educational benefit on the child.

Justices White, Brennan and Marshall dissented from the decision of the majority. They found that a standard that merely requires some "educational benefit" falls far short of what the Act intended. They emphasized that the Act requires a special education program "intended to eliminate the effects of the handicap, at least to the extent that the child will be given an equal opportunity to learn if that is reasonably possible."

In conclusion, the Supreme Court upheld the fundamental tenets of P.L. 94-142: individualized instruction, sufficient support services to benefit from education, such instruction and services to be at public expense, parental involvement in development of individualized education programs, due process rights for parents and judicial review.

Although the Court found that this individual child did not need a sign language interpreter, other hearing impaired children may be able to demonstrate that they do need such services in order to benefit from their educational programs. Therefore, the decision has no direct effect on existing IEPs and educational programs now being offered to handicapped children.

Processor/copier expo

The latest in word processors will be on display in the Multipurpose Room of the Ely Center on July 20 from 9:00 to 5:00.

The most up-to-date copiers will be shown at the same time in the same place but on July 22.

For more information call Frances Harley in Purchasing, x5160.



Winners of the Firecracker 5000 broke three out of four meet records last week during the competition held at Greenbelt Park July 1. L to R: Linda Kitchens, 21:21 (Pro course record); Bob Alexander, 18:05; Tanya Schreiber, 22:3.3 (Novice meet record) and Howard Vernig, 19:00 (Novice meet record).

Cued Speech program begins here

Two week-long Cued Speech Programs are scheduled to be held on campus from July 11-17 and Aug. 8-14. During these programs, sponsored jointly by the Office of Cued Speech Programs and the College for Continuing Education, participants will learn this system for the visual representation of spoken language.

The first program, for adults only, will include up to 100 professionals, parents of hearing impaired children, hearing impaired adults and their spouses or other adult family members. Training will include extensive orientation on methods of use of Cued

Speech with persons of different ages and on the implications of Cued Speech for language development, speech development, speechreading, reading and mainstreaming.

The second program, which is primarily for a maximum of 40 families with hearing impaired children, will also admit up to 40 professionals. All members of the family five years or older will be taught Cued Speech and special recreation and learning experiences will be scheduled. Teachers will work with parents on the practical aspects of living with a hearing impaired child.



Vice President for MSSD and KDES Robert Davila addresses a session of the Second National Conference on Scouting for the Hearing Impaired held at KDES July 27-29.



German Professor Louis Townsley, left, stands with visitors from the Hamburg area who came to Gallaudet and stayed with area families as part of the German Exchange Program. Hans Kaemmlin, right, district manager of Mercedes Benz, gave a contribution to help make the visit possible. People from Gallaudet will visit Germany next summer through the program.

Jobs Available

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ASST. SHIFT SUPERVISOR: Safety & Security
ELECTRONIC TECHNICIAN: Technical Support Services
MECHANIC IV: M&O Maintenance Services
CAMPUS POLICE OFFICER: Safety & Security
DIRECTOR, TECHNOLOGY MONITOR/SURVEY UNIT: Sensory Communication Research Lab, Rehabilitation Engineering Center
ASST. TO THE DIRECTOR: Programs in Adult and Community Education
ELECTRONICS HELPER: Technical Support Services
LOCKSMITH: M&O Maintenance Services

FOR ADDITIONAL INFORMATION ABOUT STAFF POSITIONS, CONTACT **JOB RECORDING IN PERSONNEL OFFICE**, x5514 VOICE OR x5520 TDD.

Classified Ads

ROOMMATES NEEDED: Female needs 2 female roommates to share 3 br apt., Low rent, utils. included, a/c, close to College Park. Call Terri, 439-5845 TDD or voice.

HOUSING NEEDED: Married couple seeks apt. or house, \$300/mo or negotiable. Prefer Silver Spring, MD near Metro. Contact Gerry, 577-1739 TDD evenings.

FOR SALE: 1974 Ford Torino Elite, white exterior, beige cloth interior, excellent condition. Call 498-5093.

AVAILABLE: Professional wedding photographer will do your wedding at a reasonable rate. Interpreter available on request. Contact Leah, x5600 voice or TDD.

FOR RENT: Mobile home, Fenwick Island, DE, 3 mi. from ocean, 7/12-16, 8/16-20, 8/23-27, 9/1-7 (Labor Day), 9/8-30, also Oct. Call x5069 or 773-7846.

FOR RENT: Room for male only, nice area, close to Metro, Landover, MD. \$200/mo. plus utilities. Call 577-7752 TDD or 441-9511 voice.

HOME NEEDED: For Chicago physician, wife and daughter in Washington from Aug. 7-Sept. 14. Also willing to trade housing here for Chicago apartment during that time. Call collect, (312) 929-0495 voice, or leave message with Laurel Torgoff at Michigan School for the Deaf, (313) 238-4621 voice or TDD.

Smithsonian class

A course for teachers on "Developing Language Skills in Language-Delayed Children" is being offered through the Smithsonian Institution's Office of Elementary and Secondary Education.

One credit will be given for the course, which is being held July 19-23.

In addition, 15 individual programs, most lasting two hours each, will take teachers behind the scenes in Smithsonian museums or feature tours with curators or other Smithsonian staff members.

For information about courses or tours, call 357-3049 voice or 357-1696 TDD.